

Hospitality, Tourism, and Recreation Industry Sector



The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. Nearly 900,000 jobs are directly supported by the travel industry, making tourism the state's third largest employer; and the industry is expected to expand by more than 2 percent per year through 2014.¹ Food service occupations, ranging from food production and service to the study of human nutrition and wellness, bring in over \$970 million a day and account for 8 percent of jobs worldwide.² The California restaurant industry is the largest employer in the state, providing 957,000 jobs, with annual projected sales of \$51.5 billion and sales tax revenues of \$4 billion.³ Students choosing a career in this industry sector are eligible for positions throughout the world, with potential for advancement and ready availability of continuing employment. To support this burgeoning sector, colleges and universities throughout California and the United States offer courses and degree programs in this field.

This sector encompasses three distinct yet related career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. Each pathway includes a coherent sequence of courses, starting with a foundation course that leads to one or more concentration courses and a capstone course. The concentration courses focus on technical preparation, including career awareness and exploration, which is based on industry-approved curricula. The necessary knowledge and skills are acquired within a sequential, standards-based program that encompasses hands-on, project-based, and work-based instruction as well as leadership development, internship, mentoring, work experience, job shadowing, and cooperative career technical education.

Hospitality, Tourism, and Recreation Industry Sector Pathways:

- Food Science, Dietetics, and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation



Food Science, Dietetics, and Nutrition

Sample sequence of courses in the Food Science, Dietetics, and Nutrition pathway:

CTE courses	Related courses
Introductory <ul style="list-style-type: none">• Home Economics Careers and Technology Comprehensive Core I• Home Economics Careers and Technology Comprehensive Core II	<ul style="list-style-type: none">• Chemistry• Individual and Family Health• Biology• Anatomy• Computer Applications
Concentration <ul style="list-style-type: none">• Food for Health and Fitness• Food Technology and Nutrition• Food Science (Chemistry of Foods)	
Capstone <ul style="list-style-type: none">• Careers in Food Science, Dietetics, and Nutrition• Food Science and Dietetics	

Sample of appropriate foundation and pathway standards for the Careers in Food Science, Dietetics, and Nutrition course in the Food Science, Dietetics, and Nutrition pathway:

Foundation standards	Academics 1.1 Algebra I (grades eight through twelve) 13.0: Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
	Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports: <ul style="list-style-type: none">a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.b. Convey information and ideas from primary and secondary sources accurately and coherently.c. Make distinctions between the relative value and significance of specific data, facts, and ideas.d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.e. Anticipate and address readers' potential misunderstandings, biases, and expectations.f. Use technical terms and notations accurately.
	Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
	Technology 4.2: Understand the use of technological resources to access, manipulate, and produce information, products, and services.
	Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
	Technical Knowledge and Skills 10.1: Understand the principles of nutrition and their relationship to good health through the life cycle.



Foundation standards	<p>Technical Knowledge and Skills 10.5: Understand the aspects of science related to food preparation, product development, and nutrition.</p> <hr/> <p>Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.</p> <hr/>
Pathway standards	<p>HTR A4.0: Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.</p> <hr/> <p>HTR A5.0: Students understand the correlation of food and fitness to wellness.</p> <hr/> <p>HTR A8.0: Students understand the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation.</p> <hr/> <p>HTR A10.0: Students understand the fundamental concepts of marketing and public relations used in the dissemination of information about food science, dietetics, and nutrition.</p> <hr/>

Sample analysis (“unpacking”) of a standard for the Careers in Food Science, Dietetics and Nutrition course in the Food Science, Dietetics, and Nutrition pathway:

Standard	Hospitality, Tourism, and Recreation A4.0: Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.	
Standard subcomponent	Hospitality, Tourism, and Recreation A4.2: Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.	
Course level	<input type="checkbox"/> Introductory <input type="checkbox"/> Concentration <input checked="" type="checkbox"/> Capstone	
What do students need to know? At what level?	<p><i>Concepts</i></p> <ol style="list-style-type: none"> 1. The concept of healthy weight 2. The concepts of metabolism and energy balance 3. Influence of metabolic rate on various factors 4. Dietary guidelines 5. Essential nutrients 6. Finding nutrient content of foods 	<p><i>Benchmarks</i></p> <ol style="list-style-type: none"> 1. List at least four variables that define a healthy weight. 2. Define <i>metabolism</i> and <i>energy balance</i> and give at least two accurate examples. 3. Cite five examples of ways in which metabolic rate influences various bodily functions. 4. Cite six dietary guidelines and summarize the reasoning behind each. 5. List six essential nutrients and explain why each is essential. 6. Know four methods of finding nutrient content: food labels, software, exchange lists, and pyramid.
What should students be able to do? At what level?	<p><i>Skills</i></p> <ol style="list-style-type: none"> 1. How to determine caloric needs 2. How to analyze caloric and nutrient content of foods 3. How to improve an individual's food and exercise plan 	<p><i>Benchmarks</i></p> <ol style="list-style-type: none"> 1. Calculate basal metabolic rate and caloric expenditure for five types of activity and exercise with at least 95 percent accuracy. 2. Utilize all four methods of nutrient analysis to determine the caloric and nutrient content of foodstuffs with at least 90 percent accuracy. 3. Plan appropriate dietary patterns and levels of exercise for a sample individual to maintain or achieve a healthy weight.

Topics and contexts What must be taught?	1. Knowledge of preceding concepts 1–6 2. Accurate and specific recording of food intake 3. Calculating basal metabolic rate (BMR) and energy expenditure 4. Using nutritional analysis software, food labels, exchange lists, and pyramid to determine caloric values 5. Interpreting results of calorie and nutrient analysis according to different health needs
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Sample Performance Task

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation industry sector foundation and Food Science, Dietetics, and Nutrition pathway standards:

Standard number	Standards
Foundation: Academics 1.1 Algebra I (grades eight through twelve) 13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Foundation: Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.
Foundation: Technology 4.2	Understand the use of technological resources to access, manipulate, and produce information, products, and services.
Foundation: Problem Solving and Critical Thinking 5.3	Use critical thinking skills to make informed decisions and solve problems.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: HTR A4.2	Analyze appropriate nutrient intake, diet and energy expenditure for individuals of different ages and with different dietary and health needs.

Assignment: Obesity is becoming a dangerous epidemic among young people. Your future health and the prevention of obesity-related diseases depend on your having an appropriate dietary intake for your level of activity. Record the foods you eat and the activities you participate in for three days. Use a detailed time chart and record (1) the exact amounts, names, and brands of food you eat during a 72-hour period; and (2) the length and intensity of your physical activities. In this assignment you are to:



1. Analyze your food intake, using the food analysis software provided in the classroom (HTR A4.2; Technology 4.2).
2. Use the information in your text to calculate your metabolic rate and caloric expenditure for the level of activities in which you participate (HTR A4.2; Academics 1.1 Algebra I [grades eight through twelve] 13.0).
3. Compare your intake to your activity level (HTR A4.2; Academics 1.1 Algebra I [grades eight through twelve] 13.0).
4. Determine the average three-day difference between your caloric food intake and your caloric expenditure (HTR A4.2; Academics 1.1 Algebra I [grades eight through twelve] 13.0).
5. Calculate your yearly weight gain or loss according to the difference (HTR A4.2; Academics 1.1 Algebra I [grades eight through twelve] 13.0).
6. Present your findings in graphical form in monthly increments (HTR A4.2; Academics 1.1 Algebra I [grades eight through twelve] 13.0).
7. Prepare a written report of at least 500 words to explain your findings and recommend changes in eating habits and exercise that will result in appropriate, healthy weight loss or gain as needed (HTR A4.2; Communications 2.2 Writing Strategies and Applications [grades nine and ten] 2.3; Problem Solving and Critical Thinking 5.3).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
HTR A4.2: Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.	Food intake is correctly recorded and analyzed. All factors have been taken into consideration, all research is thorough, and all calculations are correct. The reasoning behind the findings and recommendations is logical and is based on the research.	Food intake is correctly recorded and analyzed. All factors have been taken into consideration, and the calculations are correct; but the research is not thorough. The findings and/or recommendations are not fully based on the research.	Food intake is correctly recorded but is not correctly analyzed. Not all factors have been taken into consideration. The calculations have errors. The research is incomplete, and/or the findings and recommendations are inaccurate.	Food intake is incorrectly recorded and analyzed. The report lacks the required elements.



Standards	Advanced	Proficient	Basic	Unacceptable
Academics 1.1 Algebra I (grades eight through twelve) 13.0: Students add, subtract, multiply, and divide rational expressions and functions. Students solve challenging problems by using these techniques.	Calculations of energy expenditure based on reported weight are 100 percent correct. Graphic report correctly extrapolates yearly weight change.	Calculations of energy expenditure based on reported weight are 90 percent correct. Graphic report extrapolates yearly weight change.	Calculations of energy expenditure based on reported weight are 80 percent correct. Graphic report contains some errors above and beyond the original error in calculations.	Calculations of energy expenditure are not correct, and/or graphic report is missing or incomplete.
Communications 2.2 Writing Strategies and Applications (grades nine and ten) 2.3: Write expository compositions, including analytical essays and research reports.	The report is clear, well written, detailed, and accurate. It includes all the information from the entire food analysis process and uses appropriate language, including technical terminology. The report is more than 600 words long and contains no grammatical, typographical, or other errors.	The report is clear, detailed, and accurate. It includes all the information from the entire food analysis process and uses appropriate language, including technical terminology. The report is 500 to 599 words long and contains fewer than three grammatical, typographical, or other errors.	The report is clear and accurate. It includes most of the information from the food analysis process and uses appropriate language. The report is 400 to 499 words long and contains fewer than six grammatical, typographical, or other errors.	The report is unclear or inaccurate. Or significant information is lacking. Or it uses inappropriate language. Or it is shorter than 400 words. Or it contains six or more grammatical, typographical, or other errors.
Technology 4.2: Understand the use of technological resources to access, manipulate, and produce information, products, and services.	Computer software is accurately and completely used. Advanced functions of the software were used to increase the accuracy and usefulness of the analysis.	Computer software is accurately and completely used. Basic functions of the software were used for recording and summarizing the data only.	Computer software is used inaccurately. Basic functions (recording and summarizing data) of the software were not used.	Student was not able to use the computer software.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.	Recommendations for changes are practical and realistic and include both diet and exercise.	Recommendations for changes include diet and exercise but are not practical for the individual.	Recommendations for changes do not include aspects of both intake and exercise.	Recommendations for changes are not included in the report.

Note: Demonstration and Application 11.0 is included in all of the preceding items.



Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Food Science, Dietetics, and Nutrition Pathway Occupations	
High school (diploma)	<ul style="list-style-type: none">• Dietary Aide• Food Product Tester• Test Food Kitchen Assembler• Food Laboratory Aide• Quality Control Technician
Postsecondary training (certification and/or AA degree)	<ul style="list-style-type: none">• Dietetic Technician*• Food Production Chemist• Personal Chef• Food Inspector*• Test Kitchen Chef
College or university (bachelor's degree or higher)	<ul style="list-style-type: none">• Registered Dietitian*• Food Technologist• Food Scientist• Food Product Developer• Food Journalist/Technical Writer

Food Service and Hospitality

Sample sequence of courses in the Food Service and Hospitality pathway:

CTE courses	Related courses
Introductory <ul style="list-style-type: none">• Home Economics Careers and Technology Comprehensive Core I• Home Economics Careers and Technology Comprehensive Core II	<ul style="list-style-type: none">• Entrepreneurship• Business• Accounting
Concentration <ul style="list-style-type: none">• Nutritional Science• Foods and Nutrition• Food, Nutrition, and Meal Management	
Capstone <ul style="list-style-type: none">• Careers in Food Service and Hospitality (Culinary Arts)• Food and Beverage Production	

Sample of appropriate foundation and pathway standards for the Careers in Food Service and Hospitality (Culinary Arts) course in the Food Service and Hospitality pathway:

Foundation standards	Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
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Foundation standards	Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
	Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.
	Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
	Technical Knowledge and Skills 10.2: Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
	Technical Knowledge and Skills 10.7: Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
Pathway standards	HTR B3.3: Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
	HTR B3.4: Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
	HTR B3.5: Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
	HTR B3.6: Understand the purpose of and process for required certification (e.g., ServSafe).
	HTR B6.1: Know the qualities and properties of food items and ingredients used in food preparation.

Sample analysis (“unpacking”) of a standard for the Careers in Food Service and Hospitality (Culinary Arts) course in the Food Service and Hospitality pathway:

Standard	Hospitality, Tourism, and Recreation B3.0: Students understand the basic principles of sanitation and safe food handling.	
Standard subcomponent	Hospitality, Tourism, and Recreation B3.4: Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.	
Course level	<input type="checkbox"/> Introductory <input type="checkbox"/> Concentration <input checked="" type="checkbox"/> Capstone	
What do students need to know? At what level?	<i>Concepts</i> <ol style="list-style-type: none"> Conditions that promote growth of microorganisms Microorganisms responsible for food-borne illnesses Food sources of each of the microorganisms in item 2 Symptoms of and susceptibility to food-borne illness for each microorganism identified Cross-contamination and its causes 	<i>Benchmarks</i> <ol style="list-style-type: none"> Identify basic conditions for growth of microorganisms. List the four microorganisms responsible for 80 percent of all food-borne illnesses. Identify two food sources for each of the microorganisms in item 2. Describe the symptoms for each microbial food-borne illness and name categories of people most susceptible. Give the basic definition of <i>cross-contamination</i> and list three causes.



What should students be able to do? At what level?	Skills 1. How to apply knowledge of causes and sources of food-borne illness to the safe labeling and storage of food 2. How to avoid cross-contamination 3. How to transport potentially hazardous foods safely 4. Adherence to all relevant laws and regulations regarding food preparation	Benchmarks 1. Label and store all food according to ServSafe standards. 2. Demonstrate key food-preparation steps to prevent cross-contamination. 3. Prepare four potentially hazardous foods for safe transportation. 4. Practice ServSafe and HACCP food preparation guidelines.
Topics and contexts What must be taught?	1. Basic knowledge of preceding concepts 1–5 2. ServSafe/HACCP guidelines 3. How to apply knowledge of causes and sources of food-borne illness to the safe preparation, storage, service, and transportation of potentially hazardous foods	

Sample Performance Task

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation industry sector foundation standards and Food Service and Hospitality pathway standards:

Standard number	Standards
Foundation: Health and Safety 6.1	Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Pathway: HTR B3.3:	Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
Pathway: HTR B3.4:	Know the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
Pathway: HTR B3.5:	Know the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
Pathway: HTR B6.1:	Know the qualities and properties of food items and ingredients used in food preparation.

Assignment: In your cooperative learning group, analyze the following menu served at a picnic to determine what caused five people to contract food poisoning (Leadership and Teamwork 9.3). In this assignment you are to:

1. List at least five foods or food-handling procedures that might have caused the production of microorganisms that resulted in the outbreak of the food-borne illness (HTR B3.3; HTR B3.4).
2. List the ingredients for each food served that could have harbored the microorganisms (HTR B3.4; HTR B6.1).
3. List the HACCP steps in food preparation that should have been followed to prevent the outbreak (HTR B3.3; HTR B3.5; Health and Safety 6.1).

Picnic Scenario

You are attending a Pacific Symphony Under the Stars Concert at which a local company is catering the lunch (see the following menu). On the next day five members of your party suffer cramps, nausea, headaches, diarrhea, and vomiting. Consult the preceding assignment to determine what microorganisms, ingredients, methods of preparation, handling, transportation, or storage may have caused the food-borne illness and what HACCP steps should have been followed to prevent it.

Picnic Menu

Green Salad with Italian Dressing
Sourdough Rolls with Butter
Deviled Eggs
BBQ Chicken
Potato Salad
Fresh-cut Watermelon
Chocolate Chip Cookies and Chocolate Brownies

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
HTR B3.3: Understand safe and sanitary procedures in all food handling, including receiving, storage, production, service, and cleanup.	Responses show a comprehensive knowledge of safe food-handling processes, including a list of procedures (receiving, storage, production, service, and cleanup) specifically applicable to each food ingredient and item in the picnic menu.	Responses show knowledge of safe food-handling processes, including a list of procedures (receiving, storage, production, service, and cleanup) specifically applicable to the food ingredients and items in the picnic menu that were most likely to cause the illness outbreak.	Responses show knowledge of safe food-handling processes. The list of procedures includes four of the required elements (receiving, storage, production, service, and cleanup) specifically applicable to the food ingredients and items in the picnic menu that were most likely to cause the illness outbreak.	Responses do not show adequate knowledge of safe food-handling processes. The list of procedures includes fewer than four of the required elements (receiving, storage, production, service, and cleanup). Or the list is not specifically applied to the food items in the picnic menu. Or the list of procedures is incorrect.
HTR B3.4: Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.	The responses list at least four potential causes of food contamination, including cross-contamination, and four methods of prevention.	The responses list at least three potential causes of food contamination, including cross-contamination, and three methods of prevention.	The responses list at least three potential causes of food contamination, including cross-contamination, and two methods of prevention.	The responses do not list at least three potential causes of food contamination. Or they list fewer than two methods of prevention. Or the answers are incorrect or vague.



Standards	Advanced	Proficient	Basic	Unacceptable
HTR B3.5: Know the essential principles of Hazard Analysis Critical Control Points, including the use of flow-charts.	The answers correctly list all HACCP principles and include a thorough discussion of how each principle should have been applied to prevent an outbreak of food-borne illness in this scenario. An accurate flow-chart is included.	The answers correctly list all principles of the HACCP and include a thorough discussion of how each principle should have been applied to prevent an outbreak of food-borne illness in this scenario.	The answers correctly list all principles of the HACCP, with some general information about how the HACCP should have been applied to prevent an outbreak of food-borne illness in this scenario.	The answers do not correctly list all the principles of the HACCP. Or they do not make any references to how the HACCP should have been applied to prevent an outbreak of food-borne illness in this scenario.
HTR B6.1: Know the qualities and properties of food items and ingredients used in food preparation.	The responses include a list of probable and possible ingredients in each element of the picnic menu, with a discussion of each food item's qualities and properties.	The responses include a list of probable ingredients in each element of the picnic menu, with a discussion of each food item's qualities and properties.	The responses include a list of probable ingredients in each element of the picnic menu, with a discussion of the qualities and properties of at least half the food items.	The responses do not include a list of ingredients for each element of the picnic menu. Or the responses discuss the qualities and properties of less than half of the ingredient list. Or information provided is incorrect.
Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.	The answers include specific, detailed information about potential mistakes in the handling of each food item. Includes correct, complete citations from the health code for each answer.	The answers include specific, detailed information about potential mistakes in the handling of each food item. Includes partial citations of and/or extensive references to the health code.	The answers include general information about potential mistakes in the handling of each food item. Includes references to the health code.	The answers do not include information about mistakes in the handling of each food item. Or they do not make references to the health code. Or any of these elements is present but incorrect.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Teacher observes student taking an active leadership role in developing responses for the scenario and working effectively with other group members.	Teacher observes student actively helping to develop responses to the scenario and working effectively with other group members.	Teacher observes student adequately participating in developing scenario responses and working fairly well with other group members.	Teacher observes little or no involvement by the student in assisting the group to develop scenario responses and not working well with other group members.

Note: Demonstration and Application 11.0 is included in all of the preceding items.



Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Food Service and Hospitality Pathway Occupations	
High school (diploma)	<ul style="list-style-type: none">• Line cook• Baker Helper• Wait Staff• Pastry Chef Assistant• Food Expediter
Postsecondary training (certification and/or AA degree)	<ul style="list-style-type: none">• Caterer• Pastry Chef*• Chef*• Food Service Manager*• Food Designer
College or university (bachelor's degree or higher)	<ul style="list-style-type: none">• Sous/Executive Chef• Food and Beverage Analyst• General Manager• Food Service Director• Food Stylist

Hospitality, Tourism, and Recreation

Sample sequence of courses in the Hospitality, Tourism, and Recreation pathway:

CTE courses	Related courses
Introductory <ul style="list-style-type: none">• Home Economics Careers and Technology Comprehensive Core I• Home Economics Careers and Technology Comprehensive Core II	<ul style="list-style-type: none">• Entrepreneurship• Business• Accounting• Computer Applications• Geography• Interior Design, Furnishings, and Maintenance
Concentration <ul style="list-style-type: none">• Introduction to Hospitality and Tourism• Introduction to the Lodging Industry• Principles of Event Planning• Introduction to Travel and Tourism	
Capstone <ul style="list-style-type: none">• Careers in Hospitality, Tourism, and Recreation• Lodging and Hotel Operations• Attractions, Events, and Related Services• Travel-related Services	



Sample of appropriate foundation and pathway standards for the Introduction to Hospitality and Tourism course in the Hospitality, Tourism, and Recreation pathway:

Foundation standards

Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.6: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

Problem Solving and Critical Thinking 5.1: Apply appropriate problem solving strategies and critical thinking skills to work related issues and tasks.

Health and Safety 6.1: Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

Ethics and Legal Responsibilities 8.3: Understand the role of personal integrity and ethical behavior in the workplace.

Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

Leadership and Teamwork 9.5: Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feeling of others.

Technical Knowledge and Skills 10.7: Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

Pathway standards

HTR C2.2: Understand how the mission and goals of a business affect operations in the hospitality, tourism and recreation industry.

HTR C2.3: Know common safety, security, and emergency policy and procedures used in the hospitality industry to protect guests, visitors, and employees (e.g., safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first-aid procedures, emergency training).

HTR C2.5: Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.

HTR C3.1: Understand the importance of guest services to the success of the industry.

HTR C3.2: Understand the concept of exceptional guest service.

HTR C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.

HTR C3.5: Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse groups.

HTR C3.6: Interact with guests in a positive, responsive, and professional manner.

Sample analysis (“unpacking”) of a standard for the Introduction to Hospitality and Tourism course in the Hospitality, Tourism, and Recreation pathway:

Standard	Hospitality, Tourism, and Recreation C3.0: Students understand and apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector.	
Standard subcomponent	Hospitality, Tourism, and Recreation C3.1: Understand the importance of guest services to the success of the industry.	
Course level	<input type="checkbox"/> Introductory <input checked="" type="checkbox"/> Concentration <input type="checkbox"/> Capstone	
What do students need to know? At what level?	Concepts <ol style="list-style-type: none"> Components of guest service Types of lodging facilities and their amenities Reasons for delivering exceptional guest service Mission statement and how it reflects the image of a facility 	Benchmarks <ol style="list-style-type: none"> Define and give examples of the components of <i>guest service</i>. Cite four types of lodging facilities and give four examples of amenities for each category. Cite three reasons for delivering excellent guest service. Define and explain the basic relationship between a mission statement and a facility’s image.
What should students be able to do? At what level?	Skills <ol style="list-style-type: none"> How to write a mission statement How to develop an employee fact sheet on exceptional service practice How to evaluate performances demonstrating exceptional service 	Benchmarks <ol style="list-style-type: none"> Write a basic mission statement reflecting an emphasis on excellent guest service for a hypothetical lodging establishment. Develop a basic fact sheet, including at least eight rules and examples of exceptional guest service. Demonstrate at least five elements of exceptional guest service.
Topics and contexts What must be taught?	<ol style="list-style-type: none"> Basic knowledge of preceding concepts 1–4 Components of a mission statement Rules for and examples of exceptional service How to evaluate service performance 	

Sample Performance Task

Standards: This sample performance task targets the following Hospitality, Tourism, and Recreation industry sector foundation standards and Hospitality, Tourism, and Recreation pathway standards:

Standard number	Standards
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.



Standard number	Standards
Pathway: HTR C2.2	Understand how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.
Pathway: HTR C3.1	Understand the importance of guest service to the success of the industry.
Pathway: HTR C3.2	Understand the concept of exceptional guest service.
Pathway: HTR C3.3	Anticipate the needs, desires, and interests of guests in order to exceed their expectations.
Pathway: HTR C3.6	Interact with guests in a positive, responsive, and professional manner.

Assignment: In your cooperative learning group (Leadership and Teamwork 9.3), your job is to:

- Write a one-page description of a hypothetical hotel in one of the following categories: limited service, midmarket, first class, or luxury. Include the following (HTR C3.1):
 - Description of the hotel's facilities, incorporating the following:
 - List of physical facilities
 - Total number of rooms
 - Guest service provided
 - Pet policies
 - Amenities
 - Mission statement for delivering exceptional guest service that will create repeat business (HTR C2.2; HTR C3.1; HTR C3.2)
- Create for employees a one-page quick-reference fact sheet for delivering exceptional guest service. Have a front-office manager review and evaluate the fact sheet (HTR C3.2; Problem Solving and Critical Thinking 5.1).
- Develop and write a guest-service scenario in which a front-desk employee delivers exceptional guest service while checking in one of the following (HTR C3.2; HTR C3.3; HTR C3.6):
 - A family of four: mother, father, five-year-old son, thirteen-year-old daughter
 - A person with a disability requiring the use of a wheelchair
 - An older couple (over seventy years of age) on their second honeymoon
 - A couple in their thirties with two pet poodles
- Videotape the enactment of your scenario for the rest of the class to watch. All students will grade the presentation, using the exceptional-service fact sheet that you created.
- Write a 200-word report in which you explain the following:
 - At least six reasons why guest service and exceptional guest service are important (HTR C3.1)
 - The part of this project that helped you to understand the concept of delivering exceptional guest service and why (HTR C3.2)
 - What resources you used to develop both the fact sheet and the guest service scenario



Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
HTR C2.2: Understand how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.	Mission statement is written concisely and effectively and reflects the level of service expected in the chosen lodging facility.	Mission statement is written concisely to reflect the level of service expected in the chosen lodging facility.	Mission statement reflects a general rather than a specific level of service.	Mission statement does not discuss the level of service. Or the mission statement is inappropriate for the chosen lodging facility.
HTR C3.1: Understand the importance of guest services to the success of the industry.	Mission statement and written report indicate clear understanding of the importance of guest service to the success of the industry. Written report gives eight specific examples that apply to the customers and setting of the scenario.	Mission statement and written report indicate clear understanding of the importance of guest service to the success of the industry. Written report gives six specific examples that apply to the customers and setting of the scenario.	Mission statement and written report indicate clear understanding of the importance of guest service to the success of the industry. Written report gives four examples.	Mission statement does not adequately address guest services. Written report does not mention the importance of guest service or does not give at least four examples.
HTR C3.2: Understand the concept of exceptional guest service.	In all elements the student shows a clear understanding of the difference between acceptable, above-average, and exceptional guest service. Mission statement provides a definition of excellent customer service that is easily understood and applied by every employee. Written report provides a clear, thorough definition and four examples of exceptional guest service.	In all elements the student shows a clear understanding of the difference between acceptable and exceptional guest service. Mission statement provides a definition of excellent customer service that can be understood and applied by every employee. Written report provides a clear, thorough definition and three examples of exceptional guest service.	Mission statement provides a definition of excellent customer service. Written report provides a clear, thorough definition and two examples of exceptional guest service.	Mission statement does not include a useful, correct definition of excellent customer service. Written report does not contain a definition of exceptional guest service. Or the definition is sketchy or inaccurate. Or there are fewer than two examples given.



Standards	Advanced	Proficient	Basic	Unacceptable
HTR C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.	Questions asked by scenario employee were insightful and allowed employee to gather information needed to exceed guest's expectations. Interactions with guests showed an awareness of the probable specific needs and interests of each customer.	Questions asked by scenario employee were appropriate to gather information needed to meet guest's expectations. Interactions with guests showed an awareness of the probable specific needs of each customer.	Scenario employee asked only basic, standard information and waited for guest to volunteer information related to his or her specific needs.	Questions asked by scenario employee were inappropriate. Or no questions were asked.
HTR C3.6: Interact with guests in a positive, responsive, and professional manner.	The student at all times interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student in the videotaped scenario as providing exceptional service. The student's behavior is appropriate to the highest level of professionals working in the field.	The student interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student in the videotaped scenario as providing mostly exceptional service. The student's behavior is appropriate to the average level of professionals working in the field.	The student interacts with guests in a positive, responsive, and professional manner. The student provides equal and exceptional service to all customers. The class ranks the student in the videotaped scenario as providing mostly above-average or average service.	The student's interactions with guests are not always positive, responsive, or professional. The student does not treat customers equally or make an effort to provide exceptional service to all customers. The class ranks the student in the videotaped scenario as providing mostly below-average service.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Problem-solving strategies and critical thinking skills are demonstrated and show a comprehensive understanding of procedures that are appropriate for scenario.	Problem-solving strategies and critical thinking skills are demonstrated and show a basic understanding of procedures that are appropriate for scenario.	Some problem-solving strategies and critical thinking skills are demonstrated and show some comprehensive understanding of procedures that are appropriate for scenario.	Problem-solving strategies and critical thinking skills are absent and inappropriate for scenario.

Standards	Advanced	Proficient	Basic	Unacceptable
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively.	Teacher observes student helping to organize group work and structuring individual work effectively.	Teacher observes student following the group work plan and adequately structuring individual work.	Teacher observes little or no student involvement in group work plan or in structuring individual work.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Hospitality, Tourism, and Recreation Pathway Occupations	
High school (diploma)	<ul style="list-style-type: none"> • Host/Hostess/Waitstaff • Camp Counselor • Recreation Leader • Spa Attendant • Front-Desk Worker
Postsecondary training (certification and/or AA degree)	<ul style="list-style-type: none"> • Concert Promoter • Event/Wedding Planner* • Specialty Cook • Flight Attendant • Club Professional or Manager
College or university (bachelor's degree or higher)	<ul style="list-style-type: none"> • Theme Park Director • Convention Coordinator • Travel Company Owner/Manager • Club/Resort/Hotel Manager

Notes

1. California Travel and Tourism Commission, Division of Tourism, *California Fast Facts*, 2006. <http://www.gocalif.ca.gov/state/tourism>
2. Katharine Kim, “National Restaurant Association Announces Record Sales Projected in Year Ahead for Nation’s Largest Private-Sector Employer,” December 14, 2004. <http://www.restaurant.org/pressroom/pressrelease.cfm?ID=979>
3. California Restaurant Association, *California Fast Facts: News and Information*, 2005. <http://www.calrest.org/newsinfo/fastfacts.asp>